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ABSTRACT

The SPAN (An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students, or "Start Planning Ahead Now") career education curriculum guide provides activities that will give junior high students exposure to real work situations. Briefly discussed are the program's organization, general objectives, and various teaching methods. The guide is divided into four units: orientation to the World of Work, understanding self and others, integrating career education into subject matter, and career cluster approach to career education. Each of these units consists of unit generalizations, objectives, a topical outline, activities, resource materials, and evaluation methods. Two-thirds of the document contains appended case studies, additional instructional materials, student self-evaluation tests, learning activities, resource materials, and a brief bibliography. (Author/BP)

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A Curriculum Guide For Career Education
In The Junior High Schools

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Department of Instruction
Division of Vocational Education
Memphis City Schools

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A Curriculum Guide
for
CAREER ORIENTATION AND EXPLORATION
in the
Junior High School

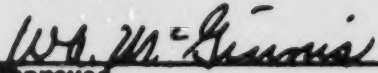
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FOREWORD

This curriculum guide is for use in the junior high school phase of Project SPAN - a career education program in the Memphis City Schools. SPAN is an exemplary project in career education funded under Part D of Public Law 90-576, Project Number O-361-0115 and Contract Number OEC-0-70-5181.

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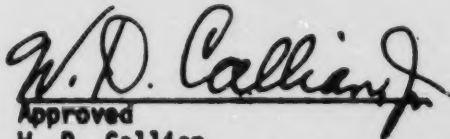

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INTRODUCTION

Education is getting a new thrust. The big thrust is toward career education. Many see it as being the first major re-orientation of public education in modern times. Some believe it should be the backbone of all education.

The concept of career education is that all education should assist students in assessing their abilities and interests as well as providing them with the information, guidance and counseling, and basic skills needed to help them make realistic career decisions.

Although some junior high school youths are not ready to make lasting career choices, they are ready for activities that will give them exposure to real work situations, i.e., part-time or volunteer work, laboratory projects, plant tours and "rap" sessions with employees and employers.

Career education teaches students to LIVE, LEARN, and EARN.

ORGANIZATION

This unit in career education is for junior high school students. Approximately three weeks may be allowed for the unit exclusively. However, various phases of it may be integrated into the on-going curriculum. For example, as a culminating activity of the child care unit in home economics, the students may study job opportunities in the area of child care. An English class can get extensive training in the basic skills needed to get a job, such as writing letters of application, the job interview and personal resumes.

Guidance counselors and home room teachers may use parts of the unit for occupational and educational counseling and home room guidance. The unit is developed so that each part may be taught singularly.

SCOPE AND SEQUENCE

Orientation to the World of Work
 Understanding Yourself and Others
 Integrating Career Education into Subject Matter Contents
 Career Cluster Approach to Career Education

Instructions for using the unit:

Blank spaces _____ appear in parts of the unit. These blank spaces should be filled in with the name of the course or the cluster of careers that is being studied.

EXAMPLE: There are socially acceptable careers that use mathematics skills and knowledge

or

Have students name occupations in the health careers cluster.

GENERAL OBJECTIVES

The ultimate purpose of this unit is to provide learning experiences to:

1. Foster the development of personal traits, attitudes, and habits that are necessary to succeed in the world of work.
2. Aid in developing an awareness of relevant factors, such as abilities, interests, values, goals and education and their relationship to occupational choices.
3. Familiarize students with a wide range of occupational areas to aid in formulating general career preferences.
4. Familiarize students with specific high school courses that offer training related to various desires, acquired skills, innate abilities and the projected demands of industry and business.
5. Help students acquire skills and the expertise that will facilitate decision making processes.

METHODS

Success in teaching a career education course depends primarily on the degree to which it is student-centered. Each student should be allowed to analyze his interests, talents, personal traits and abilities to see how he can fit into our vast economic system. Therefore, the students need to be "involved" from the very first day and throughout every phase of the course.

Questionnaires and/or a pre-test may be used at the beginning of the course "to find" where the student is. A similar instrument may be used at the end of the unit to measure the student's growth.

Case studies may be used to stimulate interest and to develop problem solving, decision making techniques.

Students love to "get into the act". Socio-dramas may be used to teach many phases of this unit. This method along with other group activities is especially effective with the slow learner.

In working with the advanced or accelerated students, it is desirable to give them special projects that are more stimulating. Select learning experiences that will lead them to form concepts and generalizations independently. These students may be able to handle activities and projects that require outside research, study, and problem solving.

Artistic students in the class should be given special projects that will utilize their talents and give them a medium for expressing their ideas and interests in the world of work. They may be asked to draw cartoons, set up displays, design posters, bulletin boards, and other visual aids.

Primary sources of occupational information are the worker and the employer. Therefore, students should have direct, personal contacts with employees and employers through personal interviews, field trips, "rap" sessions with workers and classroom symposiums. The students should be permitted to ask questions and discuss freely all aspects of the job.

"Learning by doing" is still considered the best educational method. Students should be permitted, when at all possible, to handle and use the tools and experience some activities of the workers. This can be achieved, to some extent, in laboratory classes. In some cases, students may obtain part-time or summer jobs to earn money, and acquire some expertise in the world of work. Where funds and plant facilities are available, a career education laboratory can provide exploratory activities for students in various career areas.

ORIENTATION TO THE WORLD OF WORK

Generalizations:

1. An appreciation of the world of work in a democratic society helps one to understand the vital contribution made by each worker.
2. Knowledge of available job opportunities tends to help individuals plan for the achievement of goals.
3. Socio-economic and technical developments are continuing to require more skillfully trained people.
4. High school and post-high school vocational training offer preparation for a wide range of occupations.

Objectives:

Upon completion of this unit the students should be able to:

1. Identify three factors that affect the availability of jobs.
2. Discuss in written form or orally the value of work in a democratic society
3. Relate in an essay the importance of vocational education as preparation for the world of work.
4. List the three primary sources of information regarding jobs.
5. Use objective criteria for examining various careers.
6. Formulate clusters of careers when given a list of various occupations.

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
I.	Relationship of employment to society	
A.	Factors affecting today's job market	
B.	National, state and local employment trends	Chamber of Commerce
C.	Implications of employment trends for workers.	or Tennessee Employment Security Office (see appendix)
1.	Increased education	
2.	Increased competition of workers	Local newspapers
D.	Benefits derived by individuals from work	
II.	Laws and regulations related to employment	Social Security Office Federal Office Building
A.	Child labor law	Film: "Hardest Working Dollar: SPAN Office Northside High School
B.	Work hours	
C.	Minimum wage	
D.	Unemployment insurance and workmen's compensation	YOUR SOCIAL SECURITY, Superintendent of Documents, U. S. Printing Office
E.	Social Security	
1.	Purposes	
2.	Coverage benefits	
3.	Eligibility contributions	
F.	Fringe benefits of employment	Businesses in the community.
1.	Pension-bonus plan	
2.	Profit sharing	

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
3. Vacations 4. Insurance 5. Unions III. Factors affecting choice of career A. Job preferences B. Job availability C. Job requirements D. Future prospects of job E. Nature of work F. Earnings	Discuss careers which deal with "things", "people", or "ideas." How does one's personality affect choices of occupations? Define terms used in discussing occupations: white collar, blue collar, managerial service, professional, semi-professional, skilled, unskilled. Discuss kinds of education and their relationship to employability: general, vocational, college preparation. Conduct a panel on the values of each.	Filmstrip: "What Is a Job?" Singer Company FUTURE JOBS FOR HIGH SCHOOL GIRLS U. S. Department of Labor pamphlet 7, Women's Bureau U. S. Government Printing Office Filmstrip: "Why Work At All" SPAN Office
IV. Preparation for a cluster of occupations A. Job trends B. Job location C. Job security	Discuss the meaning of career clusters. Invite vocational teacher from local high school to speak on preparation for career clusters. Conduct group discussions to determine advantages of preparing for a career cluster. Have students identify the career cluster of the occupation in which they are interested.	Filmstrip: "What are Job Families?" Singer Co. SPAN Office
V. Entrance into a career A. Methods of locating a job 1. Daily newspaper 2. Classified telephone directory 3. Community services a. Tennessee Employment Security b. Chamber of Commerce	View film or filmstrip on getting a job. Summarize information presented.	HANDBOOK FOR YOUNG WORKERS Government Printing Office, Washington, 1965. Filmstrips: "Getting and Keeping Your First Job" "Answering the Want Ads" SPAN Office

TOPICAL OUTLINE

ACTIVITIES AND EXPERIENCES

RESOURCES

- c. Urban League
- d. School counselors

B. Entrance on trial basis

1. Part-time work
2. Summer work
3. Co-op training

C. Methods of applying for a job

1. Personal resume folder
2. Letters of application
3. Application forms
4. Obtaining recommendations
5. Personal interview
 - a. Be punctual
 - b. Dress appropriately
 - c. Be well groomed
 - d. Respond in a clear, concise and interested manner

D. Job Analysis

- e. Relax

Interview students who have had part-time or summer jobs. Report to class how jobs were located.

Discuss contents of personal resume.

Have students write a sample letter of application.

Have pupils fill in sample application blanks from local employers.

Simulate a personnel office. Have students role play the right and wrong way to behave when being interviewed.

Have each student do a job analysis on an occupation in which he is interested.

Filmstrip:
"Jobs for High School Students"

See appendix

MAKING THE MOST OF YOUR
JOB INTERVIEW
New York Life Insurance
Company
Sample application form
in appendix

HELPFUL HINTS APPLICATION
FOR YOUNG JOB SEEKERS
South Central Bell
Telephone Company

Sample form in appendix

Filmstrip:
"Your Job Interview"
SPAN Office

EVALUATION

1. Note students' interest in resource person's presentation and questions asked.
2. Score individual projects using an objective rating device.
3. Confer with students individually to discuss their educational plans.
4. Note students' participation in panel discussions.
5. Note students' contribution to class discussions.
5. Check students' information obtained in interviews.
7. Observe students' attitude toward work.
3. Check students' understanding of concepts and attitudes toward work in written essays.
1. Use objective tests to determine retention of information.

UNDERSTANDING SELF AND OTHERS

Generalizations:

1. As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.
2. Both employers and employees make contributions to the job which can result in mutual satisfaction and effective job performance.
3. When one has an accurate concept of himself, he has a sound basis for making himself employable.
4. Continuous educational and career plans enable one to take advantage of educational and other opportunities for increasing employability.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. To demonstrate, through the ability to get along with others, increased maturity, self-understanding and understanding of others.
2. To list at least five personality traits that one must acquire to be successful at school and in the world of work.
3. To demonstrate, by improved personal appearance, the importance of being well groomed and the factors that affect it.
4. To demonstrate the ability to make independent and rational decisions when analyzing case studies.
5. To discuss orally or in written form the tangible and intangible advantages of personal efficiency.
6. To identify attitudes and characteristics which contribute to success in school and on the job.
7. Make a personal educational and vocational plan based on interests, skills, and capabilities.

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Identify personal goals, interests, and abilities	Pre-test to determine student's attitude toward self and work. Have students write an autobiography describing several factors that have influenced their lives and their plans for the future.	Sample test in appendix Filmstrips: "Who are You?" "Your Personality: The You Others Know." SPAN Office
II. Employer's criteria of characteristics important to successful job performance	Have students complete open-ended statements. Example: When I finish high school I _____. In spite of my shortcomings, people like me because _____.	START GETTING THAT JOB NOW. Memphis Community Learning Laboratory
III. Employee's point of view concerning personal characteristics which contribute to efficiency and harmonious working relationships	Invite a personnel director from a local business, industry, or employment service to discuss characteristics that are important for successful job performance. Invite a worker to give his point of view on personal characteristics that contribute to efficiency and harmonious working relationships.	
IV. Characteristics of maturity that relate to employment	Role play conflicts between employer and employee: two or more co-workers. Divide into buzz sessions and discuss how problems could have been handled more effectively if more respect and consideration for each other had been shown by those involved.	BUILDING YOUR LIFE Landis, Landis Filmstrips: "Trouble at Work" SPAN Office
A. Self-acceptance, understanding of basic personal needs and appropriate ways of meeting them		
B. Consideration and respect for others, based on understanding	Define and discuss ethics.	
C. Independent choices resulting from thoughtful exploration of alternatives; choices relating to friends, activities, time, study and use of energy.		Filmstrip: "What Good Is School?" SPAN Office

TOPICAL OUTLINE

ACTIVITIES AND EXPERIENCES

RESOURCES

- V. Education and experiences as an opportunity for growth toward employability
- Vocational training
 - Activities at school, home and in groups
 - Wage earning experiences
 - Acquaintances with a variety of people
 - Management of personal resources
 - Time
 - Money
 - Energy

Make a list of opportunities for vocational-technical training in the Memphis Area.

Filmstrip: "High School Course Selection and Your Career"
SPAN Office

- VI. Personal traits that influence employability
- Definition of personality
 - Values: source and importance in determining one's future
 - Independence vs dependence
 - Self evaluation and self discipline
 - Attitude and mental health
 - Sense of humor

Class discuss what is meant by personality. Then list desirable personality traits which they admire in their friends, also list traits which employers might desire in employees, compare similarities and relative importance in both categories.

Either develop a personal appearance and attitude rating scale or use one already constructed. Students rate selves. Students analyze their rating plans which could be improved, discuss with teacher in private conference. Have students check their school attendance record, analyze from the view-

Filmstrip: "Your Personality: The You Others Know"
SPAN Office

Sample copy in appendix

G. Communication skills

1. Voice
2. Speech
3. Mannerisms

point of an employer, consider validity of excuses, and consider ways to improve record through habits or better health and medical care. Have students take and evaluate an interest inventory. Discuss the results in relation to vocational choice.

H. Hobby and interest

Have student display hobbies. Discuss how hobbies contribute to career decisions.

VII. Etiquette and ethics

A. In the working world

1. Respect and consideration for superiors
2. Respect and consideration for co-workers

Have students list two or three clusters of occupations they would be interested in entering and explain a personal characteristic they will need to develop to be successful in them.

B. The telephone

Role play the correct use of a business telephone

C. Personal

1. At home
2. In public places
3. Social events

View film: "How to Use the Telephone"

Make poster showing good manners in public places

VIII. Personal grooming

- A. Cleanliness
- B. Make-up (hair styles, haircuts, etc.)
- C. Posture and exercise
- D. Sleep and rest
- E. Clothing for various occasions
- F. Health

Share ideas about the meaning of "people communicate their feelings about themselves by their posture and walk". Discuss hairstyles and clothing for various occasions.

Review health rules learned in lower grades. Discuss how these affect success in the world of work.

IX. Management of personal resources

Have students make a time schedule, include time for study, recreation, etc. Form groups and discuss schedule.

What Are My Interests?
Appendix E.

Occupational Outlook
Handbook

U. S. Department of
Labor

Film: "How to Use the
Telephone"
South Central Bell
Telephone Company

Home Economics Resource
Unit

Home Economics Resource
Unit

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
A. Planning personal time schedule B. Plan for money management C. Plan for conserving energy	Make revisions if necessary. Next have students compare what they actually did with time schedule. Discuss budgeting. Using a case study of typical family in the community, set up a realistic budget. Invite a resource person to discuss methods of saving. Practice filling in deposit slips and writing checks. Have students report on types of credit.	Field trip Local bank
X. Personal assessment in relation to employability A. Assets and strengths B. Weakness and deficiencies C. Acceptance of strengths and limitations D. Explore occupational preferences 1. Identify interests 2. Analyze qualifications 3. Make tentative decisions	View film on occupational choice. Make a list of factors that affect one's choice of occupations. Have each student review his interest, personality and attitude inventory. List several occupations: skilled, semi-skilled, professional, etc., and divide into buzz sessions. Select an occupation to investigate. Locate information on the following: Physical requirements needed Personality characteristics necessary Interest and abilities and personal qualifications required	CAN I GET THE JOB? Public Relations Staff, General Motors Filmstrip: WHAT DO YOU LIKE TO DO? "Choosing Your Career" SPAN Office
	View film or filmstrip on getting a job. Summarize tips presented. Have each student evaluate himself in relation to information on film.	"Getting and Keeping Your First Job" SPAN Office

ACTIVITIES AND EXPERIENCES

TOPICAL OUTLINE

Examples in appendix

- XI. Use self-understanding to develop qualities that will lead to employability
- A. Change undesirable habits
 - B. Develop new strengths
 - C. Expand interests
 - D. Broaden experiences
 - E. Improve social relationships
 - F. Change negative attitudes
 - G. Plan vocational training
- Have students study case examples of teenagers with problems in work situations. Propose ways of meeting each problem.
- Have students look at specific television shows and then discuss such questions as "What occupations were shown?" "What impressions did you get regarding these occupations?" "Do these impressions truly represent the facts?" "What other facts would you want before choosing one of these occupations?"
- Have each student make a "picture story" of a worker engaged in work he is interested in. The students may draw or clip pictures of the workers engaged in all phases of his work.

EVALUATION

Note student's reactions to resource persons.

Personality check list score.

Judge whether student's proposals for meeting problems are mentally healthy or unhealthy.

Observe student's personal assessments.

Observe student's techniques in analyzing case studies and problem solving techniques used.

Note student's completion of open ended statements.

Objective test of personal traits that contribute to employability.

Observe student's portrayals in role playing scene.

Student's knowledge of opportunities for vocational training in the Memphis area.

Check student's ability to analyze job requirements.

Observe change of attitudes in students toward work.

Student's expression of occupation preference.

Discuss formula for achievement:

Aspirations (setting goals) + abilities (talents of various kinds) +
action (effort with purpose and enthusiasm) = Achievement (reaching goals)

Discuss cases from newspaper of persons who have overcome obstacles to achieve goals. (Example in appendix)

INTEGRATING CAREER EDUCATION INTO SUBJECT MATTER

Generalizations:

1. One's satisfaction in the choice of a career is influenced by his understanding of the related occupations.
2. Occupations differ in the qualifications they require for successful performance.
3. There are socially acceptable jobs that use skills and knowledge for a wide range of interests and capabilities.
4. Learning to work is an educational process.
5. All aspects of education contribute in some way to occupational competency.

Objectives:

Upon completion of the study of occupations that utilize skills and knowledge obtained in _____ courses, the student should be able to accomplish the following objectives:

1. From a list of occupations identify and classify those occupations that utilize _____ skills and knowledge.
2. To discuss either in written essay or orally some personal traits and skills required for the broad areas of occupations in _____.
3. To list the courses taught at the high school level in the Memphis area that train in _____ skills and knowledge.
4. To identify the institutions, high schools and schools of higher learning from which post high school training can be received.
5. To become aware of the demand for persons trained in _____ skills in our changing economy through the discussion of newspaper ads.

Objectives for Laboratory Experiences:

The laboratory activities suggested at the ninth grade level should enable the students to accomplish the following objectives:

1. To use acquired skills to earn money on part-time basis for self and/or class activities.
2. To discover opportunities for volunteer or part-time work that require _____ skills and knowledge in subject matter.
3. To decide if personal traits, interests, and skills meet the criteria for a major in _____.

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Occupational opportunities in _____.	Brainstorm - have students name occupations related to _____ area. As students name occupations, teacher writes these on chalk board. During the course, add to the list. At the end of the course, compare original list with completed list. Clip help wanted ads that utilize _____ skills. Discuss the occupations in terms of educational requirements, personal traits, nature of work and opportunities for advancement.	Commercial Appeal Memphis Press Scimitar Tri-State Defender
II. Job success	As a class project make a scrapbook of successful people in the area of professional and semi-skilled occupations. Include people at all levels. Invite skilled and semi-skilled workers who use the various skills and knowledge to the class to talk about their work. Have students develop an interview form: each student interview one worker in his/her community who uses knowledge and skills in his/her work. Report findings to class.	"Ebony Magazine" "Life Magazine"
III. Job requirements	Have students develop an interview form: each student interview one worker in his/her community who uses knowledge and skills in his/her work. Report findings to class.	See audio-visual aids list in Appendix
IV. Educational requirements	Use audio-visual aids on specific occupations related to _____ occupations which require varying levels of vocational-technical and professional preparation.	

TOPICAL OUTLINE

ACTIVITIES AND EXPERIENCES

RESOURCES

Take a field trip to the nearest high school. Observe the various related classes. (Note: Teacher make arrangements with teachers in the high school to make the trip a special treat).

See appendix

Take a field trip to businesses and institutions employing people at all levels in jobs using Follow-up field trip with a discussion of the importance of the job that is being done at all levels: Semi-skilled, skilled, technical and professional.

Have students make mobile showing job opportunities in _____.

Example: Line diagram of home economics opportunities in appendix.

V. Job descriptions

Have each student draw a cartoon or make line drawings representing a worker in the areas of _____. Write a brief description of his job. Use these to make transparencies for use on the overhead projector.

See appendix

Have a student committee plan and set up a "Career in _____" display in the school's showcase or main foyer.

VI. Personal interest and traits

Discuss occupations which deal with "things", "people", or "ideas". How does one's personality affect the choice of occupations in these categories?

TOPICAL OUTLINE	ACTIVITIES AND EXPERIENCES	RESOURCES
VII. Job classes	Play a game - have students name as many occupations that they can think of which would fall under the following headings: "white collar", "blue collar", "managerial", "service", "professional", "semi-professional", "skilled", and "unskilled".	<u>Dictionary of Occupational Titles</u> <u>Computerized Career Information.</u> <u>Central Office</u>
VIII. Job advancement	Select a typical entry occupation in the _____ area for a person with a <u>high school</u> education. Figure the anticipated lifetime income of the individual with specialized skill in an area of _____. Example: compare salary of a clerk typist with that of a secretary.	
IX. Part-time work	Identify related part-time and summer jobs. List steps in securing jobs. Collect and display newspaper items and/or magazine articles concerning related occupations.	Local newspapers, professional magazines and journals
X. Job titles	Play "What's My Line" with job titles related to subject matter area. Discuss the meaning of job clusters or families.	See appendix
XI. Job clusters or families	Invite a personnel representative to speak on preparation for career clusters or families. Participate in group discussion after presentation to determine advantages of preparing for career clusters. Identify career clusters in subject matter area.	Tennessee Employment Security

EVALUATION

At the end of the course each student should be able to discuss intelligently each related occupation that is listed on the chalk board.

Note student's special occupational interests for guidance purposes.

Quiz students objectively to determine their knowledge of terms.

Observe committees at work and note individual contributions.

Confer with students individually to discuss their projects and educational-vocational plans.

Observe student's reactions to the presentations of resource people.

Check written information obtained in personal interview.

Observe interest and questions asked at interviews, symposiums and on field trips.

CAREER CLUSTER APPROACH TO CAREER EDUCATION

Generalizations:

1. Because of modern technology, employment patterns are changing as compared to 50, 25 or even 10 years ago.
2. An understanding of career clusters and employment opportunities in an area aid in the decision to enter a career area.
3. There are specific personal qualities that contribute to success in each career cluster.
4. The process of identifying the differences and similarities in the capabilities required of jobs within a cluster aids in the making of realistic career choices.

Objectives:

Upon completion of the exploration of several career clusters, the student should be able to accomplish the following objectives:

1. List the general aptitudes and abilities needed for success in two or more career clusters.
2. Identify numerous tasks and responsibilities related to the occupations he is exploring.
3. Identify at least two career clusters which appeal to his interests.
4. Relate information on training and experience required for entry level positions in the preferred careers.
5. Identify alternate choices in case vacancies in chosen career do not present themselves.
6. Relate the disagreeable aspects of his chosen career.
7. Identify the different competencies required of various jobs within a career cluster.
8. Identify the similarities in competencies required of various jobs in a career cluster.
9. Tentatively identify with a career cluster.

CAREER CLUSTER APPROACH TO CAREER EDUCATION

TOPICAL OUTLINE	EXPERIENCES AND ACTIVITIES	RESOURCES
I. Importance of career planning A. Jobs vs. career	Class discussion: "Jobs happen - Careers are planned." Cite examples of careers and examples of jobs.	
B. Factors to consider 1. Interest 2. Abilities 3. Personality 4. Physical characteristics	Let students take self-evaluation inventories. Divide into buzz sessions and discuss results in relationship to career choices.	Filmstrip: "Choosing a Career"
II. Define career clusters	Involve students in defining career clusters. Discuss symbols for each cluster.	Appendix Filmstrip: "What are Job Families?" See appendix
III. Identifying* _____ occupations	Permit students to discuss occupations of parents who work in the _____ area. Group students to listen to cassette on occupations in career cluster being studied. Collect "Help Wanted" ads from local newspaper. Determine which jobs are in the _____ careers cluster. What percentage of the ads fall into this category?	See audio-visual aids list in appendix
A. Classify occupations in cluster 1. Unskilled	Analyze the Yellow Pages of the local telephone directory for possible locations of occupations related to cluster being studied. Determine which occupations in the cluster are unskilled, semi-skilled and skilled.	

* Fill in blank with the career cluster that is being studied

ACTIVITIES AND EXPERIENCES	RESOURCES
2. Semi-skilled 3. Skilled B. Group occupations according to training required. 1. High school 2. Post-high school 3. College IV. Trends and outlook V. Explore occupations in cluster A. Printed materials B. Audio-visual aids C. Resource persons	Local school catalogs Local school catalogs Occupational Outlook Handbook Computerized Career Information Service Infoe See audio-visual aids list in appendix
Give some examples of semi-skilled jobs in cluster. Discuss advantages of a skilled job over unskilled. Classify occupations according to training required. List local schools where training can be obtained. Design a bulletin board around cluster being studied. Use want ads to determine the number of jobs in the career cluster being studied. Invite a representative from the local employment security commission office to discuss the employment situation. Have students to select two or three occupations in the cluster for which they have interest and aptitude and would like to study in detail. Allow time for students to do individual research to secure information on selected occupations. Permit students to give oral reports on one of their chosen occupations. Show movies, filmstrips and other audio-visuals to give students some insight into the nature of careers. Have each student to interview a person who is working in one of his chosen occupations.	

TOPICAL OUTLINE

ACTIVITIES AND EXPERIENCES

RESOURCES

Invite employees and/or employers to discuss their work with the class.
Invite representative from technical institute or college to discuss training programs in the _____ cluster.

D. Field trips

Arrange field trip to business or industry where students can observe workers in _____ careers.

See appendix

VI. Opportunities for training in _____ career cluster

- A. High school
- B. Community colleges, vocational and technical institutes
- C. Apprenticeship programs

Class discuss the relationship between education and lifetime earning.
Stress the need for completing high school.
Field trip to vocational departments in high school.
Obtain brochures and catalogs from area schools and colleges to discuss training programs.
Invite local representative of apprenticeship programs to speak to class.

Filmstrip:
"Drop-out Road to Nowhere"
"High School Course Selection and Your Career"

Apprenticeship Information Center
1295 Poplar Avenue
Memphis, Tennessee 272-3001

VII. Laboratory Experiences

Assist students in planning activities that will demonstrate skills that are common to most occupations in the cluster that is being studied.

EVALUATION

Pictorial and/or oral discussion of factors related to the career the student is exploring.

Note student's special career interest for guidance purposes.

Quiz students objectively to determine knowledge of careers.

Observe student's contribution to classroom discussion.

Observe students' interest and questions during field trips, interviews, etc.

CASE STUDIES IN OBTAINING AND HOLDING JOBS

CASE I.

Sandra Z. first applies at an employment service office at the age of 16. She said she needed a job urgently because she was living with her sister. When she reported to the employer and was told her wages she immediately replied that friends advised her not to work for those wages and that she wasn't interested. The employer contacted the counselor and said that he would not hire this applicant under any circumstances. Her attitude and manner were so unsatisfactory that he felt she should not be referred again.

CASE II.

Mary S., 19, is tall and attractive. She went to art school in Cleveland for half a year, was dissatisfied and quit in February. The employment office referred her to a job that did not require experience but included Saturday work. She informed the employer that she wanted Saturdays free to visit friends in Cleveland.

When given the name of the person with whom she would be working, Mary exclaimed, "Oh her! I fought with her all through high school." Needless to say, Mary did not get the job. The employer reported that he did not consider her mature enough.

CASE III.

Lenore had excellent experience as an accounting clerk, stenographer, and general office clerk. She was also an efficient typist. She was, however, quite short; her hair was long and uncombed, and her clothing loud. She was referred to a large industrial plant for a job as accounting and payroll clerk.

The personnel manager said that he wished he could employ her, but because of her appearance he feared she would not fit in with the other girls in the office. Her lack of neatness and poor taste in clothing resulted in her not being hired.

CASE IV.

Mary wanted a job with hours like those she had while attending school. The job must also be in her neighborhood; she did not want to travel downtown; the working conditions must be just right with pleasant surroundings and congenial co-workers. Mary insists on these special requirements and is still unemployed.

CASE V.

Agnes was placed with a local newspaper. Her duties were proof-reading and teletyping. After two days she quit without notice and reported to the counselor that she disliked the job because the major work was proofreading.

CASE VI.

June graduated from a high school commercial course and was sent to her first job as a stenographer at \$45 a week. She worked about 10 days and then quit. Her duties, she said, were too varied; she wanted more stenographic work. The counselor found her another job at the same rate of pay per week. She worked only one day because the dictation was too heavy.

NOTE: THE TEACHER CAN MAKE UP SITUATIONS TO PINPOINT IDEAS TO INDIVIDUALS IN THE CLASSROOM WITHOUT EMBARRASSING THEM OR SINGLING THEM OUT.

The following story clipped from a newspaper a few years ago illustrates how one man overcame serious obstacles to achieve his goals.

CASE I. "Expert Who Saved Many from Cancer is Dead of Same Disease"

"Dr. Grant B. Ward, sixty-one, cancer expert of Johns Hopkins University, died today of the same disease from which he had saved countless patients."

"Dr. Ward overcame a tremendous handicap to continue his career after a tumor on the spinal cord of his neck in 1942. The tumor was non-cancerous but its removal cut a nerve and deprived him of the power to raise his right hand and to bend his elbow."

"Although he could still use the fingers and forearm muscles of his right arm, Dr. Ward's career as a surgeon appeared ended. But with the help of experts in appliances, together with his own determination, Dr. Ward made a steel and leather harness equipped with springs to perform actions of his useless muscle."

"To win over his handicaps, Dr. Ward developed certain special skills with his left hand. He asked for no special adjustments in the operating room, except that the table be raised to a higher level. The internationally known expert on head and neck tumors continued performing very difficult and delicate operations."

Question: What were Dr. Ward's Aspirations? What special Abilities did he develop? What Action did he take?

CASE II "The Dropout Who Came Back"

"Joe Sorrentino has 25 scars on his hands to prove that he is a street fighter. By the time he was 10, he had flunked out of high school four times, had been booting out of the Marines, and had lost 30 jobs. The second oldest of seven children, Joe always wanted to be an 'achiever', and in his neighborhood an achiever had to be handy with his fists. A veteran of more than 100 rumbles, Joe was put on probation by juvenile court after one particularly bloody street fight. When he was in his first year of probation, he flunked out of high school. Not long after he enrolled in another high school at night -- he failed there also. In a third try at high school he didn't last a semester."

"At 14, Joe had begun trying his hand at various jobs, achieving a record for failing which was 'better' than even his school career. On his first day of work at a bleach factory, he attempted to carry 10 gallons of bleach to a truck he was loading and dropped all 10."

Joe later worked in a sweater factory, where he had the embarrassing experience of being awakened from a nap by the President of the company. Another job opportunity for Joe came through a furniture company's ad in the newspaper which read: "Want ambitious young man who seeks responsibility." After a month of aligning wheels of teacarts, he got tired of responsibility.

Joe enlisted in the Marines when he turned 18 but could not stand the discipline, and rebelled. He fought with recruits, rioted in the mess hall, and tried to run away. Judged an "incorrigible" by the Marines, he was sent packing with a General Discharge. Back home, he was a hero to his old street gang buddies. But within himself, Joe felt ashamed. At 20, he came to realize that his only chance for a better life was through education. So he went back to high school, for the fifth time, at night, working days in a supermarket. After two years, he graduated with the highest average in the night school's history.

Despite only fair results on college entrance exams, his grades got him admitted to the University of California. At first, Joe felt he had nothing in common with the college youths who talked about summer vacation and beach parties --- things he knew nothing about. But he stuck it out and in his senior year, was elected president of the student body. After graduating with honors, Joe went back into the Marine Corps for two years, feeling that he had to make up for his past record. He did. This time he became a platoon leader, highest scorer in athletic competition, and changed his General Discharge to an Honorable one.

In June of last year, 30-year-old Joe Sorrentino was valedictorian at Harvard Law School. Joe has received several offers to work for major U. S. law firms. Instead, he wants to serve a term as an assistant U.S. or State Attorney in California.

Questions:

1. Identify some of the attitudes and values that Joe had before he finished high school, and compare them with his later outlook on life.
2. What can we learn from Joe's case about job opportunities and the economic rewards that are available in our economic system?

CASE III.

"I'm a die designer. We draw up the prints when somebody has a bright idea for a new die. Dies are tools that are used in the plant for shaping material for machine production. They come around to the planner and ask him whether or not we should work on it. They then give it to us and we have to design a die that will compete with one that they might have had designed outside the firm."

"I used to make dies, that's how I got started. I came to XYZ Corporation for my apprenticeship right out of high school. I had a friend whose father was a supervisor and this fellow started in here. In those days employment was tight and it wasn't easy to get a job, but I came in after my friend did. He told me about it and managed to get me in. But I wasn't doing tool and die work then. They started me on the assembly line. I worked on the line nights. But after I was in the plant for a while I looked around and I thought that I'd like to go into die work."

"You'd walk into the die shop and it was always so neat and clean. They clean the machines up every weekend. The floors were always clean. Well, one of the supervisors thought I could learn the work so he took me on as an apprentice. I had to take a cut in pay but it was worthwhile."

"So I started at the bottom. Along with your work on the job you were supposed to go to school at night. We started there by taking what they called a five year course. I finished it up in 2,800 hours. That meant something. They taught us all that an engineer learns, but from a practical standpoint."

"I'm always trying to do the best job I can. XYZ is my company. I'm going to stick with them until they cross me up. Until now they've been very good to me. If the work I do doesn't satisfy them, well, that's just too bad. I always do the best work I can."

"When I got back from the Army after the war I thought I should be in a higher position. I never said anything about it but one day the boss called me into his office and he asked me if I wanted to be a designer. I had never been any great shakes at drawing in school but I figured I'd have a go at it. Well, that's what I'm doing today and I'm one of eight in the whole plant. What I draw and design in eight hours makes enough work to keep production men busy for fifty or sixty hours."

"The engineers in our firm who are college graduates have to come to me to ask questions. I won't take anything away from them, they're smart. They know all about stresses and strains but when they want something done they have to come to me. That's something I'm very proud of."

Questions:

1. How would you describe this worker's attitude toward his job?
Toward life?
2. Do you think this worker has achieved success? Why?

Name _____ Date _____ Homeroom _____

1. The three things in life that are most important:

A.

B.

C.

2. The three things I wonder about most.

A.

B.

C.

3. The three things about myself I need to improve:

A.

B.

C.

4. The three things I think I'm good at:

A.

B.

C.

CAREER ORIENTATION - YOURSELF

Name _____ Date _____ Homeroom _____

1. The nicest thing about school is _____

2. I wish teachers would _____

3. To me eighth grade means _____

4. To me ninth grade means _____

5. Staying out of school means _____

6. If something is called "school policy" it means _____

7. When I finish junior high school _____

8. I like to read about _____

9. I would read more if _____

10. My favorite recreation is _____
11. I have always wanted to be _____

12. When I'm 25 I expect to be _____

OPINION POLL* A Suggested Evaluation Instrument

DIRECTIONS: This opinion poll is concerned with your feelings about working situations. Check those statements with which you tend to disagree in the second column.

		<u>Tend to</u> <u>Agree</u>	<u>Tend to</u> <u>Disagree</u>
1.	Pay is the most important consideration when deciding upon a job.		
2.	If a typist gets her required work done ahead of time she should be able to leave the office early.		
3.	Being an "eager beaver" is the way to succeed on a job.		
4.	Supervisors have the right to criticize employees about their clothes.		
5.	Salespeople should be allowed to chew gum if they enjoy it.		
6.	It takes careful planning to be punctual.		
7.	Wearing metal hair clips to work is considered poor grooming.		
8.	One should attempt to establish close relationships with co-workers early in employment.		
9.	It should be permissible to make personal phone calls if work slackens.		
10.	A worker's criticism of a superior is harmless, providing it is done in private		
11.	Employees have the right to talk back to their superiors whenever they feel they have been treated unjustly.		
12.	Employees should be able to have inexpensive business supplies for personal use without feeling guilty.		
13.	Failure to notify an employer when absent from work is a major offense.		
14.	Getting along well with people is just as important as the ability to do a job well.		
15.	Gripping is a harmless way of getting rid of unhealthy emotions.		
16.	Most jobs are boring.		
17.	During periods when work slackens it is wise to "look busy".		
18.	Education and training are over-estimated by employers.		

- | | Tend to
<u>Agree</u> | Tend to
<u>Disagree</u> |
|---|-------------------------|----------------------------|
| 19. Workers should not attempt to do something
unless they are specifically told to do so. | | |
-

*This device may be used as a pre-test of student attitudes. It could serve as a guide for class discussion.

Illinois Teacher, Vol. XI, No.5
Spring 1967-68

PERSONALITY INVENTORY

Here are twenty traits without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Grade yourself:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 points

Those traits in which you score 3 points or below are the ones that you should improve.

1. IS SOCIABLE: Smiles a great deal; gets along with people; and has a keen sense of humor. _____
2. IS COURTEOUS: Considerate of other people; gives extra service; and says "Please" - "Thank you." _____
3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; and speaks distinctly. _____
4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; and works for the organization. _____
5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; and makes suggestions for improvements. _____
6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; and is a "doer," not a "dreamer". _____
7. IS TACTFUL: Says the right thing at the right time; does not argue; and makes the other fellow feel he is doing things his way. _____
8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; and does his job as if he owned the business. _____
9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; and is always on the alert to help others. _____
10. IS ORDERLY: Systematizes his work; keeps things in their proper place; and is a clean storekeeper. _____
11. IS HONEST: Must be held in highest confidence; takes responsibility for his own errors; and avoids temptation, bad companions, and bad personal habits. _____
12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; and does what he is told to do. _____

13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all; and never alibis. _____
14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; and observes company policies. _____
15. IS INTELLIGENT: Knows what he is doing; knows his merchandise; and makes an effort to learn new methods. _____
16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudices. _____
17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; and discards nonessentials. _____
18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc. that are costly; and saves his own money as well as money for his employer. _____
19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; and is noted for sound judgment. _____
20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again, and is not easily discouraged. _____

TOTAL _____

WHAT ARE MY INTERESTS

INSTRUCTIONS TO STUDENT:

If you had to select one or more of the jobs below, which do you think would be most interesting? Check as many as you find of interest to you--numbering them in the order of your preference.

GROUP A

___ Auto Mechanic

___ Handy Man in a
"Fix It Shop"

___ Shop Apprentice

GROUP B

___ Bookkeeper

___ Bank Teller

___ Timekeeper

GROUP C

___ Laboratory Technician

___ Analytic Chemist

___ Draftsman

GROUP D

___ Automobile
Salesman

___ Sales Clerk

___ Household
Appliance
Demonstrator

GROUP E

___ Stenographer

___ File Clerk

___ Comptometer
Operator

GROUP F

___ Musician

___ Commercial
Artist___ Clay or Wood
Modeler

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

EVALUATION

"Each group represents an INTEREST AREA. If you have checked a job in GROUP A, it probably would indicate that you have an interest in mechanical things--that you like to work with your hands and use tools and machinery.

GROUP B might indicate an interest in numerical work--a liking for figures and mathematical calculations.

GROUP C represents a few jobs which could be classified as "technical" and usually reflects an interest in work of a scientific or engineering nature.

GROUP D jobs show a preference for working with people--the selling and promotional occupations.

GROUP E jobs are clerical in nature--indicating an interest in office work and business procedures.

GROUP F indicates artistic interests--a liking for interpretive activities dramatic and literary jobs could also be listed in this group.

"When considering your job interest, keep in mind that interest alone does not necessarily spell success in a job. Thousands of boys are interested in baseball, but very few could make even the minor leagues as players. This is of special importance when considering the more unusual or glamorous fields, such as acting, opera singing or deep-sea diving. Remember that each job has its own special value, and that practically every job calls for some special skill, ability or talent. The job of draftsman, for example, requires ability to concentrate and visualize, along with a knowledge of mechanical drawing, shop techniques, blueprint reading and mathematics. Satisfactory grades in most of these subjects in high school are a MUST for the successful draftsman in today's industry.

"Similarly, an interest in the clerical field--particularly in stenographic and secretarial work--must be supported by many special abilities and talents. Typing requires a high degree of physical coordination, manual speed and an ability to read rapidly. The good secretary must have a keen memory, a good vocabulary, legible penmanship and a sound foundation in language, spelling and grammar. Good grades in high school English, arithmetic, bookkeeping, typing and shorthand are certainly valuable assets to the high school graduate looking for office work. Try to keep your interests within the practical limitations of your abilities and talents.

"Once you have discovered these real interests, however, you will probably have a fairly accurate estimate of your talents and aptitudes. Your high school grades are usually a good indication of both. Your parents, friends, teachers and counselors know you, and can be of help in determining your personal qualifications. Moreover, these people have a definite INTEREST IN YOU, and should be consulted before making your final occupational choice."

SUGGESTIONS FOR HIGH SCHOOL STUDENTS REGARDING JOB INTERVIEWS

Personnel executives have been asked in many studies to list the most important things the graduating senior can do in order to make a favorable impression during the job interview. One such study came from 153 companies whose findings were reprinted in Educational and Vocational Planning by William Martinson (Scott, Foresman & Co., 1959).

High on their list of priority were the following suggestions:

Know what field of work or job he is interested in and why.

Understand his interests and abilities.

Show a knowledge of the company and its products or services.

Read company literature in the placement office.

Dress properly--neatly. A good appearance.

Try to be relaxed--at ease. Act naturally.

Ask questions about the company or job which are sensible--intelligent--pertinent--discriminating--well thought out.

Display an interest in the company and the job.

Be sincere--forthright--frank.

Show an ability to express himself clearly; good use of English.

Have a scholastic record which is average or better.

Illinois Teachers of Home
Economics, Vol. VIII, No. 6

JOB ANALYSIS SHEET

1. Job Title: office clerk
2. Age (minimum and maximum) and sex: 18-65 female only
3. Working Hours: 8-5, 5 days per week (1 hr. for lunch)
4. Overtime or holiday work: none
5. Approximate salary range: \$3,800 - \$4,200
6. Job Hazards (accidents, special working conditions): none
7. Education background (high school, college, technical schools, apprenticeship, etc.): high school and business college preferred.
8. Special tools and equipment used on job: none
9. Supervision: department head
10. Health: reasonably good health
11. Experience: 1 year
12. Machines used: typewriter occasionally
13. Place of Work: office (air conditioned)
14. Briefly describe type of work and operations involved:
 - A. filing of letters and forms (20%)
 - B. sorting and distributing mail (10%)
 - C. filling out forms on typewriter or by hand (60%)
 - D. errands (10%)

Johnny Brown
(Name)

The above sheet may be modified or expanded at the discretion of the instructor or counselor. Students may wish to prepare their own sheets after a thorough discussion has taken place in class.

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

A Drama for Classroom or Assembly Program

THE DROPOUT LOOKS FOR A JOB

As industry uses more and more automation, jobs for unskilled workers are rapidly disappearing. One study shows that such jobs are disappearing at the rate of 250,000 each year. What do you suppose will happen to the teenagers who drop out of school before they are prepared for jobs?

THE FOLLOWING SCENE TAKES PLACE IN THE EMPLOYMENT OFFICE OF A LARGE ELECTRIC UTILITY COMPANY. PETE IS SEATED IN FRONT OF A DESK. BEHIND THE DESK IS MISS ANDERS, A PERSONNEL INTERVIEWER.

ANDERS: What kind of job are you looking for, Pete?

PETE: Oh, I don't know. Just anything, I guess, Miss Anders.

ANDERS: Tell me about your qualifications.

PETE: My what?

ANDERS: Your qualifications. What would you have to offer our company that would make us want to hire you?

PETE: Well, I like to fuss around with telephone lines.

ANDERS: But we're not a telephone company. We're an electric utility company. What qualifications do you have for our company?

PETE: Guess I don't have any.

ANDERS: Tell me, Pete, how did you get along in school?

PETE: Not so good, I guess. The teachers always yapped about me being late, and they gave dumb tests about things I'd never use. So I quit.

ANDERS: Well, Pete, I can tell you this. If you have a job, your boss expects you to be on time.

PETE: I would be--if I had a job. That's different from school.

ANDERS: Are you sure? Don't you know that when you're in school, that's your job?

PETE: But you don't get paid.

ANDERS: Not in money, but you're preparing yourself for a future job that does pay. The more education you have, the more the job pays. Your teachers are fussy about your being on time, doing your assignments, and taking tests. They are trying to help you learn good work habits.

PETE: But you don't have to take tests on a job...

ANDERS: Oh, yes you do, Pete, each one of our employees is on probation for six months. During this period he's on trial. At the end of six months he is graded by his supervisor, who turns in the grades and a long report to us. If the grade is satisfactory, the employee enters another probationary period. He must complete this period successfully before he's given permanent employment.

PETE: Guess I didn't know.

ANDERS: Did you know that before we hire anyone we check his grades at school?

PETE: Geeh, I'm a dead duck then.

ANDERS: Pete, you know how the baseball team managers go all around the country trying to find the very best qualified men for their teams.

PETE: Sure, they gotta have a good team.

ANDERS: Yes, they do. So does any business. Every businessman wants the very best qualified person he can find for any job opening that comes up. He's going to check applicants for attendance and punctuality, for grades, for attitude, for their interest in taking part in school activities.

PETE: You're saying that I don't have a chance, aren't you?

ANDERS: Right now, yes, Pete. You need more education. Look at your application form. What is this first word?

PETE: It says "print."

ANDERS: Exactly. But you wrote instead of printing. This tells me that you don't follow directions well.

PETE: But my printing is terrible.

ANDERS: What about these empty spaces?

PETE: I just didn't know what to put in them. I don't know what to put in them. I don't know what some of the words mean.

ANDERS: Marital status? We merely want to know whether or not you are married.

PETE: Oh!

ANDERS: I'm trying to help you for your next application, Pete... Remember when I asked you what kind of job you were looking for and you said, "just anything?"

PETE: Well, I am. I'm looking for a job. I'll take anything.

ANDERS: But, Pete, can't you see how we look at a statement like that?

PETE: No, I can't.

ANDERS: Before you apply for a job, you need to find out all you can about the company. Then you decide if you have any skills to offer for a particular job. Believe me, Pete, you must have something definite to offer. There's too much competition for jobs that don't require a great deal of education and training. There are about seven million young dropouts like you competing for the few jobs open for unskilled help.

PETE: Wow! Makes a guy stop to think, doesn't it?

ANDERS: It should, Pete. Why don't you give it some serious thought? Then decide what you should do.

PETE: Thank you, Miss Anders, I will.

ANDERS: And remember, Pete, good habits are your servant; bad habits are your master.

FILL IN THE BLANK SPACES BELOW

1. What kind of job did Pete say he was looking for? _____
2. Why did Pete say he quit school? _____
3. What did Miss Anders say about school as a job? _____

4. Do business organizations have any kind of test for their employees? _____
5. Employers usually check with schools about the qualifications of a person applying for a job. Name three things they check for.

6. What impression of Pete did Miss Anders get from the way he filled out the application form? _____

7. What does marital status mean? _____

8. Name two things you should do before applying for a job.

9. Should a job applicant say he will do just anything? And Why? _____

10. With how many dropouts was Pete competing for a job? _____

11. MATCH THE DEFINITIONS

- | | |
|-------------------------|--|
| _____ 1. qualifications | a. a person who asks for a job |
| _____ 2. automation | b. promptness |
| _____ 3. assignment | c. the way a person looks at things |
| _____ 4. probation | d. a person who works hard |
| _____ 5. applicant | e. the abilities that are needed to fill a certain job |
| _____ 6. punctuality | f. a contest; rivalry |
| _____ 7. attitude | g. the use of machines to do work that used to be done by people |
| _____ 8. competition | h. work given to be done; tasks |
| | i. a trial period |

12. What do you think Miss Anders meant when she said, "Good habits are your servant; bad habits are your master"?

13. Why do you think Miss Anders did not hire Pete?

14. Do you agree or disagree with Miss Ander's judgment about Pete?
15. We get an idea of what Pete thought about his teachers. What do you think the teachers thought about Pete?

APPLICATION LETTER

872 Shady Avenue
Memphis, Tennessee 38108
June 1, 1971

Mr. William S. Johnson
Personnel Director
A-1 Construction Company
1260 East Seventh Street
Memphis, Tennessee 38120

Dear Mr. Johnson:

In response to your advertisement for a draftsman in the May 31, 1971, edition of the Commercial Appeal, I should like to apply for the position. As I have indicated on the enclosed personal resume' sheet, my draftsman qualifications meet the high standards of your company.

I graduated in the upper fourth of my high school class. In addition to the drafting courses I took in high school, I have taken drafting courses at the Area Vocational School. I plan to continue my training in this field by taking night courses at the Memphis Technical Institute.

While in high school I participated in a cooperative education program in which I worked part time in the drafting department of International Harvester Company. The manager of that department, Mr. Oscar Reddick, has given me permission to list his name as one of my business references.

I enjoyed my drafting classes at school and my work at the International Harvester Company. I should like to continue in the field and make it my career. May I expect to be called for an interview? My telephone number is 684-5234.

Sincerely yours,

Joseph W. Webster

Enclosure

PERSONAL RESUME'

Name: Joseph W. Webster
Address: 872 Shady Avenue
Telephone: area code 901 684-5234

Height: 6' 1"
Weight: 190 pounds
Marital Status: single
Physical condition: Excellent

Education:

Graduated from Northside High School, Memphis, Tennessee, on June 1, 1970, with six credits in drafting. Completed a twelve month drafting course at the Memphis Area Vocational-Technical School.

Admitted to the Evening Division of the State Technical Institute at Memphis for the Fall quarter 1971.

Extracurricular Activities

President of the Vocational Industrial Clubs of America
Treasurer of the Student Council
Quarterback on the Football Team

Experience

Part-time student assistant in drafting department at International Harvester

References

Mr. Oscar Reddick, Manager, Drafting Department, International Harvester Company, Memphis, Tennessee 38127
Telephone 525-8406

Mr. Paul T. Lewis, Chairman, Vocational Education Department, Northside High School, Memphis, Tennessee 38108
Telephone 324-5114

Rev. T. I. Briscoe, Pastor, Trinity Methodist Church, 47 Ninth Street, Memphis, Tennessee 38102
Telephone 484-3368

CLASSIFIED PERSONNEL
An Equal Opportunity Employer

Application Form

Division of Classified Personnel
Memphis City Schools
Room 158, 2597 Avery
Memphis, Tennessee 38112

I. B. M. No. _____

Do not write in this block

Recent
Photograph
Trimmed
To Fit This
Space

Instructions: This form is to be completed in ink in the applicant's own handwriting and signed in the space provided on the reverse side. The applicant should arrange for a personal interview.

A FALSE ANSWER TO ANY OF THE QUESTIONS BELOW MAY INVALIDATE THIS APPLICATION.

I. Personal Data

Name _____ Date of Application _____
Last First Middle Maiden
Address _____ Zip Code _____ Telephone No. _____
List at least two schools near your home 1. _____ 2. _____
Date of Birth _____ Place of Birth _____
Month Day Year
Nationality _____ Sex M _____ F _____ Race _____ Height _____ Weight _____
General Health Last Two Years _____ Physical Defects _____
(Hearing, Speech, Vision or Other)
Marital Status _____ No. of Children _____ No Dependents _____ Soc. Sec. No. _____
S, M, W, D
Name of Husband or Wife _____
Where Employed (Husband or Wife) _____
Names of Parents _____ Address _____
Where Employed (Parents) _____

II. Type(s) of job(s) for which you wish to be considered.

(1) _____ (2) _____ (3) _____
Can you type? _____ words per minute Use shorthand? _____ words per minute.

III. Are you available for substitute work? ☐ Yes ☐ No Temporary Employment? ☐ Yes ☐ No

IV. Educational Preparation

	Name of School and State	Dates Attended From To	Highest Grade or Level Completed	Year of Graduation	Degree or Diploma Rec'd.
Elementary					
High School					
College or Univ					
Voc. School					
Special Courses					

V. Additional Personal Data

1. Are you a resident of Memphis? _____ If not, do you plan to establish residence in Memphis
if you are employed? _____

BUSINESSES AND INDUSTRIES THAT PERMIT STUDENTS TO TOUR THE FACILITIES

* Indicates companies that will supply persons to talk to classes.

BUSINESSES	PERSON TO CONTACT
* Levi Strauss 706 Royalove Phone: 527-8591	Mr. Bill Broome Personnel Manager
* Owen-Illinois, Inc. 3176 Jackson Avenue Phone: 324-3651, Ext. 49	Mr. A. F. (Sandy) Hardel
* Wurzburg Brothers, Inc. 710 So. Fourth Street Phone: 525-1441	Mr. Reginald Wurzburg President
* The Quaker Oats Company Box 8035 Phone: 324-8851, Ext. 52 (Tours limited to 20 students. Request for tour must be made two weeks in advance. Tour lasts two hours.)	Mr. C. D. Shook, Employee and Community Relations Manager
Memphis Blue Cross 85 No. Danny Thomas Blvd. Phone: 523-2211 (Twelfth grade students only)	Mr. Tom Dwyer
* Memphis Branch, Federal Reserve Bank of St. Louis Box 407 Phone: 525-1531 (Tours limited to twenty students, two advisors.)	Mr. Cleophes Owens, Jr., and Mr. C. L. Epperson, Jr.
* WDIA - WAID Radio 2265 Central Avenue Phone: 728-4551 (Prefers 9:00 a.m. - 11:00 a.m. tours.)	Mr. A. C. Williams Public Relations Director
* Squire Walter Bailey County Court House Phone: 525-8601	Mr. Walter Bailey

Levines Dept. Store
394 E. H. Crump Blvd.
Phone: 774-6300

Mr. Melvin Williams
Manager

- * Atha L. Brandon
Certified Public
Accounting Firm
Suite 1318, Exchange Bldg.
9 No. Second Street
Phone: 525-5956

Mrs. Ernestine R. Hayes

- * Universal Life Insurance Company
480 Linden Avenue
Phone: 525-3641
(Prefers two weeks notice and
Thursday or Friday tours.)

Mrs. Frances Hassel
Assistant Vice-president

Holiday Press
3781 Lamar
Phone: 362-4451

Mr. Charles R. Camp

ITT Continental Baking Company
400 Monroe Avenue
Phone: 525-8407

J. M. Smucker Company
4740 Burbank Road
Phone: 362-3550

Mr. Eugene Coe

Memphis Publishing Company
495 Union Avenue
Phone: 526-8811

Mrs. Rachael Martin
Promotion Department

National Bedding Furniture
1700 Channel Avenue
Phone: 942-4661

Mr. E. C. Patton

Plough, Inc.
3022 Jackson Avenue
Phone: 458-3361

Mr. Warren Driffin

Richards Manufacturing Company
1450 E. Brooks Road
Phone: 397-4483

Mr. Robert Moore

Shulton, Inc.
1725 Third Street
Phone: 948-1633

Mr. L. Willis

NOTE: Other companies are listed in the appendix of Occupational
Orientation and Exploration in Junior High School Home
Economics and Industrial Arts.

If you need additional assistance in securing resource persons,
(Mrs.) Grace Williams, Curriculum Specialist with Project SPAN,
will assist you.

BULLETIN BOARD IDEAS

Use a large cartoon drawing of Snoopy (cartoon character from Peanuts) with caption: Happiness is ----- working on a job that utilizes your interest and ability.

ABC'S OF AN INTERVIEW

Ask questions needed for job information

Be relaxed and alert

Consider the interviewer's time

Dress appropriately

Express interest in the work

Find ways to express appreciation for interview

FORMULA FOR ACHIEVEMENT

A spirations: setting goals

+

Abilities talent of various kinds

+

Action: effort with purpose and enthusiasm
Achievement

Set-up industrial display. Show various phases of development of a product

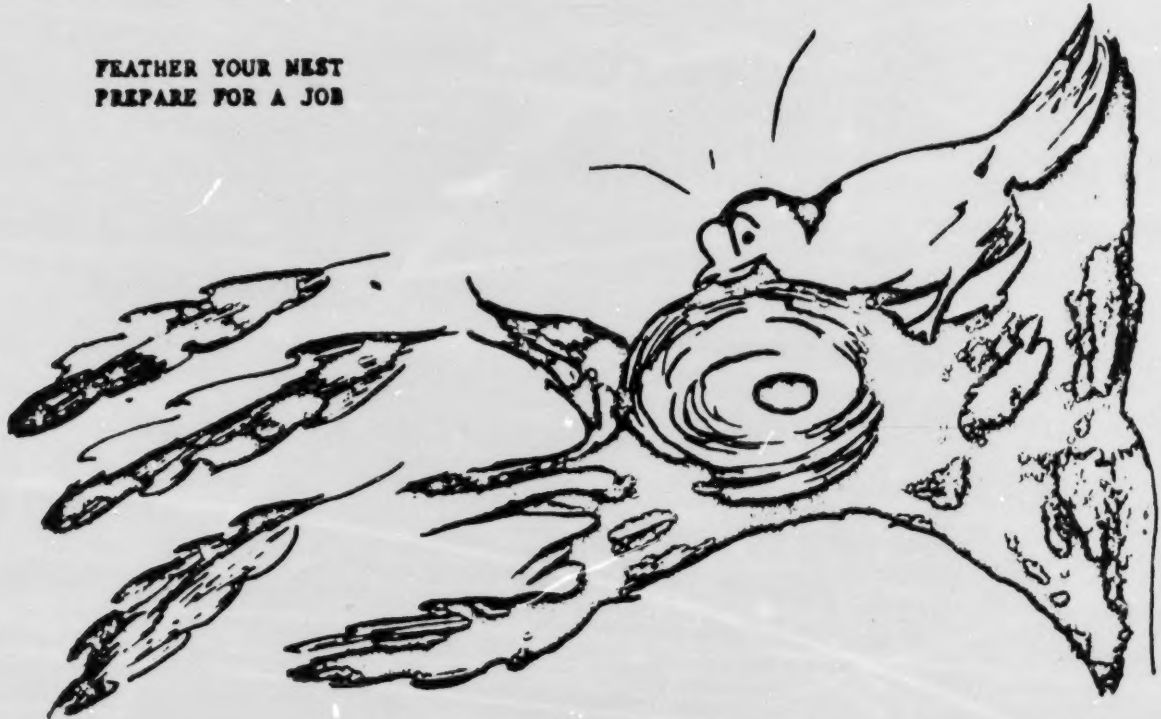
Example Cotton from the raw stages to a completed garment

BULLETIN BOARD IDEAS

A BOUQUET OF FORGET-ME-NOTS TO REMEMBER ABOUT INTERVIEWS



FEATHER YOUR NEST
PREPARE FOR A JOB



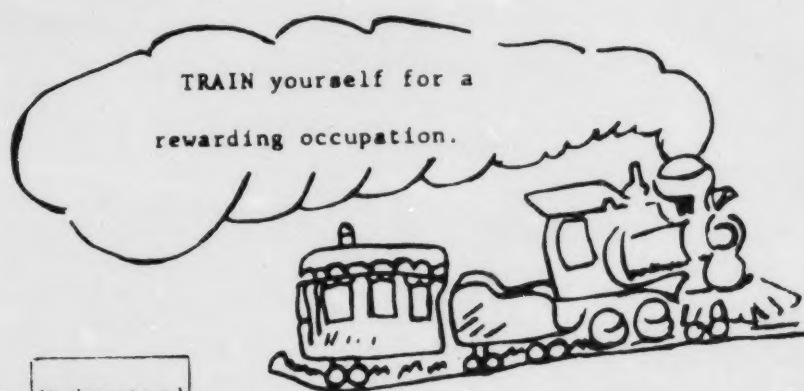
REMEMBER

Formula for Achievement:

- A spirations: setting goals
- +
- A bilities: talent of various kinds
- +
- A ctivities: effort with purpose
and enthusiasm
- =
- A chievement



BULLETIN BOARD IDEAS



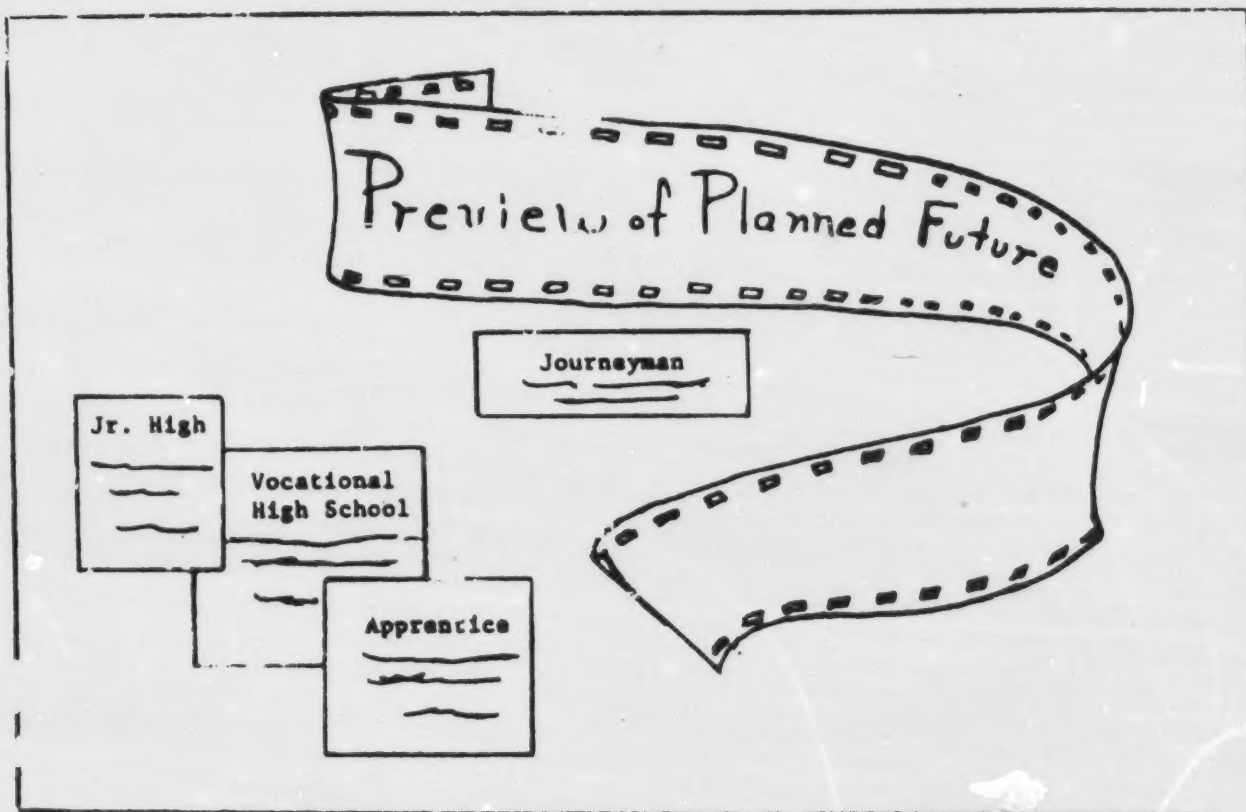
Understand
Yourself

Learn to
Get Along
With Others

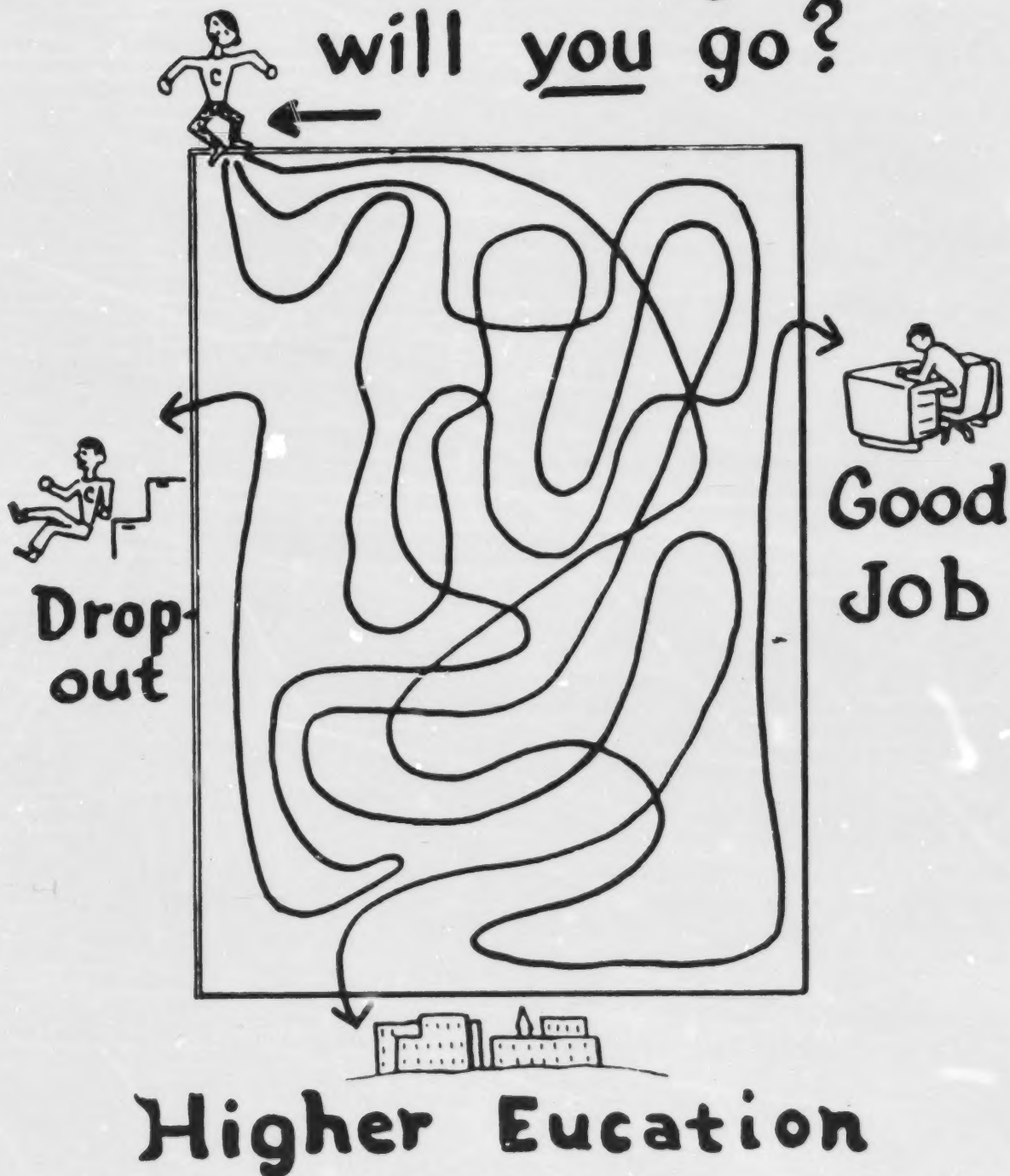
Develop
Your Talents

Train for
a Cluster
of
Occupations

BULLETIN BOARD IDEAS



Which way
will you go?



CAREER EDUCATION FIELD TRIP REPORT

Name _____

Place visited _____ Date _____

Department visited _____

Guide's name _____

List the various occupations you observed (use back of page if necessary):

1. _____

2. _____

3. _____

4. _____

List any health or safety hazards you observed:

List any skills that you observed in action:

What did you find most interesting?

What did you find least interesting?

Opinions from workers about their jobs:

Did the workers seem happy?

How do you make application for a job here?

"What's My Line?"

(A classroom learning activity that is played like the television game, "What's My Line?".)

Each student researches a job in which he is interested. He should be prepared to answer questions about his occupation. A panel of four, a timekeeper and a moderator are selected. The teacher may prefer to serve as moderator, because occasionally he will have to intervene and qualify answers.

Students volunteer to be questioned about their occupations. Each panel member questions for one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last left off. In the event the panel does not guess the occupation in seven minutes, the student being questioned tells what he does. After the first panel has questioned the four volunteers, the four having been questioned serve as a panel member and as the guest with the job.

The game gets off to a good start when the panel is given some leading questions. The panel may start the questioning by finding out whether the job is of a manual, mechanic, etc., nature.

HOW I PLAN TO ACHIEVE MY CAREER GOALS

Name of Occupation _____

Description of duties _____

<u>Aptitudes Required</u>	<u>How I Rate My Aptitudes</u>		
	<u>Below Average</u>	<u>Average</u>	<u>Excellent</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Necessary Personality Traits</u>	<u>How I Rate In These Personality Traits</u>		
	<u>Below Average</u>	<u>Average</u>	<u>Excellent</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Education or Training Required</u>	<u>Further Education or Training I Need</u>
_____	_____
_____	_____

<u>Other Requirements</u>	<u>How I Can Fulfill These Requirements</u>
_____	_____
_____	_____
_____	_____

Suggested Teaching-Learning Approaches for Career Development in the Curriculum
 University of Minnesota College of Education

BIBLIOGRAPHY*

Booklets:

Can I Get The Job? Public Relations Staff, General Motors,
Detroit, Michigan 48202.

Can I Be An Office Worker? Public Relations Staff, General
Motors, Detroit, Michigan 48202.

Can I Be A Draftsman? Public Relations Staff, General Motors,
Detroit, Michigan 48202.

Can I Make the Production Team? Public Relations Staff, General
Motors, Detroit, Michigan 48202.

Can I Be a Technician? Public Relations Staff, General Motors,
Detroit, Michigan 48202.

Your Social Security, Superintendent of Documents, U. S. Government
Printing Office.

Start Getting That Job Now - A Vocational Guidance Handbook,
Memphis Community Learning Laboratory.

Room To Grow

Should You Be a Salesman?

Should You Be A Printer?

Should You Go Into Electronics?

Computer Programming?

Should You Be A Draftsman?

Should You Go Into The Construction Business?

Should You Be A Dietitian?

Should You Be An Accountant?

Should You Go Into Advertising?

Should You Seek A Career In Life Insurance?

Should You Be A Purchasing Agent?

Should You Go Into Retailing?

Should You Be A Nurse?

Should You Be A Newspaperman?

Should You Be A Medical Technologists?

A Man's Guide To The Look Of Success

The seventeen booklets listed above may be obtained from the following address:

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

Your Telephone Personality, South Central Bell Telephone Company

Careers For Youth In The Food Service Industry, Director of Education,
National Restaurant Association, 1530 North Lake Shore Drive,
Chicago, Illinois 60610

*Free or inexpensive booklets

SPAN PROJECT

Northside High School - 1212 Vollentine
Memphis, Tennessee Ph. 274-1351

Commercially-Produced
Audio and/or Visual Aids

BOMAR FILM STRIPS

The Age of Electronics
(Electronics)

Grades 7-12

Compassion for People
(Health Occupations)

Grades 7-12

Man Has Wings
(Aircraft Industry)

Grades 7-12

Money Tree
(Banking)

Grades 7-12

Cabbages to Kings and
Various Things
(Retailing)

Grades 7-12

Nation's Builders
(Building Trades)

Grades 7-12

Electronic Technicians
Environment Test Technician
Electro Mechanical Assemblers
Age of Electronics Overview
Technical Writers
Machinists

Mental Health Aid
Licensed Practical Nurse
Compassion for People Overview
Registered Orthotist
Inhalation Therapy Technician
Registered Professional Nurse

Aircraft Engine Mechanic
Pilot Flight Instructor
Passenger Service Agent
Man Has Wings
Air Controller
Air Frame Mechanic

Bank Tellers
Money Tree
Decoder Operators
Investment Account Executives
Real Estate Appraisers
New Account Clerks

Retail Food Clerks
Retail Department Heads
Speciality Retail Sales
Cabbages to Kings and Various Things
Credit Counselors
Retail Sales Associates

Electricians
Nation's Builders
Carpenters
Architectural Draftsmen
Heavy Equipment Operators
Civil Engineering Technicians

AUDIO AND/OR VISUAL AIDS

Jobs for the Now Generation
(First Jobs)

Grades 9-12

Engineering Assistant
Jobs for the Now Generation
Real Estate Management Trainee
Food Service Assistant
Park and Recreation Assistant
Equipment Rental Assistant

CASSETTES

What's It Like
(Album I)

Grades 7-12

Preview Sampler
Suggestions for Effective Uses
Air Traffic Controller
Bookkeeper
Employment Representative
Clerk Typist
District Sales Manager
Retail Divisional Manager
Employee Development Specialist
Buyer (Department Store)
Executive Chief
Freight Checker

What's It Like
(Album II)

Grades 7-12

Airline Instructor (Reservations)
Layout Operator (Manufacturing)
Airline Ticket Agent
Pediatric Nurse
Receptionist
Restaurant Manager
Section Chief (Manufacturing)
Special Projects Coordinator
Emergency Room Nurse
Truck Maintenance Man
Bank Vice President
Store Detective

GUIDANCE ASSOCIATES (Filmstrips)

Job Attitudes

Grades 9-12

Why Work at All (2), 106-318
Trouble at Work (2), 100-337
Liking Your Job and Your Life (2), 102-67
A Job that Goes Someplace (2), 102-275

Vocational Film strips

Grades 9-12

Your Job Interview Part I & II, 107-654

AUDIO AND/OR VISUAL AIDS

GUIDANCE ASSOCIATES

Sound Filmstrip
(Each has Part I
and Part II)

Grades 9-12

Jobs and Gender, 103-349

High School Course Selection and Your Career,
101-806

Getting and Keeping your First Job, 101-608

Dropping Out: Road to Nowhere, 101-103

Your Personality: The You Others Know, 100-972

Choosing Your Career, 219

What you Should Know Before You Go to Work, 106-102

Your Job Interview, 107-654

Preparing for the Jobs of the "70's", 103-802

An Overview of Technical Education, 103-604

Jobs for High School Students, 186

If Your're Not Going to College, 102-184

SINGER SVE EDUCATIONAL
FUNDAMENTALS FOR OCCUPATIONAL
PLANNING

Grades 7-9

Four Who Quit, 222

Preparing Through the World of Work, 188

What is a Job? A778-3

What are Job Families? A778-4

What Good is School? A778-5

What Are You? A778-1

What Do You Like To Do? A778-2

AUDIO AND/OR VISUAL AIDS

EDUCATIONAL PROJECTION

Surgical Technical, 2034A
 Optometric Assistant, 2034B
 Nurse's Aide, 2035A
 Ward Clerk, Hospital, 2035B
 Practical nurse, 2036A
 Certificated Laboratory Assistant, 2036B
 Electronic Technician, 2037A
 Business Machine Mechanic, 2037B
 A Business Education, 2038A
 Cosmetology, 2038B
 Technical Drafting, 2039A
 Commercial Cooking, 2039B
 Answering Want Ads, 2006 A-B
 The Interview, 2009 A-B
 Filling Out Applications, 2007 A-B

PREPARING FOR THE WORLD OF WORK

Grades 9-12

How Do You Figure It?
 Your Future Through Vocational Education

J. C. PENNY SOUND FILMSTRIPS

Grades 9-12

Career Decisions

The following materials are from SRA and are located at Klondike Elementary School.

OUR WORKING WORLD

Grade	1	<u>Families at Work</u>	12 records and text and workbooks
Grade	2-3	<u>Neighbors at Work</u>	8 records and text and workbooks
Grade	3-5	<u>Cities at Work</u>	12 filmstrips, 6 records, text and workbooks

National Audiovisual Center**16MM Film**

1. Business Machine Operators
2. Cooks and Chefs
3. Hardest Working Dollar
4. Household Appliance Repairman
5. Jobs in Automotive Trades
6. Jobs in Baking
7. Jobs in Cosmetology
8. Jobs in Drafting
9. Jobs in the Health Field
10. Opportunities in Clerical Work
11. Opportunities in Hotel and Motels
12. Opportunities in the Machine Trades
13. Opportunities in Sales and Merchandising
14. Opportunities in Welding
15. Sheet Metal Trades
16. Skills for Progress

Cassette Tapes

- Use & Misuse of Occupational Information
Lecture by Dr. Hoppock
- Use of Case Conference in Preparing for
Career Planning, Lecture by Dr. Hoppock
- Awareness of Minorities in Counseling
Situations, Dr. Vontress
- Forum - Questions and Answer Period
- General Session SPAN Weekend Retreat
Lecture by Dr. Hoppock (two tapes)
- How to get a job and keep it (two tapes)

Miscellaneous Items

- Dukane Projector (three)
- Califone AV80 Tape Player (two)
- Singer Film Strip Viewer
- Microfiche Reader
- Safety Slides (300) U.S. Dept. of Labor
(See Mr. Marshall Marcus concerning
these slides)

OCCUPATIONAL FILMS
FILM LIBRARY
MEMPHIS BOARD OF EDUCATION

"Your Job - Fitting In"
"Your Job - Getting Ahead"
"Your Job - Good Work Habits"
"Choosing Your Occupation"
"Getting A Job"
"High School - Your Challenge"
"Fred Meets a Bank"
"Planning Your Career"
"Your Voice and the Telephone"
"Do I Want To Be A Secretary"
"How To Investigate Vocations"
"How To Keep A Job"
"Preparing For the World of Work"
"Should I Go To College"
"Summer of Decision"
"When You Choose Nursing"
"You and Your Work"

TEENAGERS CAN BE HIRED
A Guide to the Child Labor Laws

SOCIAL SECURITY NUMBER:

Everyone who works, regardless of age, must have a social security number. You must have a social security number before your employer can pay you. To obtain a number fill out an application at the Social Security Administration, 242 Federal Office Building, 167 N. Main St. or the office at 1796 S. Third St.

BIRTH CERTIFICATE

To obtain a work permit or to prove to an employer that you are old enough to work, you must have a copy of your birth certificate.

If you were born in Shelby County then go to the Shelby County Health Department, 814 Jefferson to receive a copy. There is a \$2.00 fee.

If you were born outside of Shelby County but in Tennessee, write to the Division of Vital Statistics, Tennessee Department of Public Health, Cordell Hull Building, Nashville, Tennessee, 37219. If you were not born in Tennessee, write to the Bureau of Vital Statistics, State Board of Health, in the capital of the state in which you were born. Include your name, birthplace, date of birth, time of birth (if known), your mother's maiden name and your father's name. Be sure to enclose the \$2.00 fee and the address where you presently live.

WORK PERMIT

If you are not 18 years old and have found someone who wants you to work for them, you must have a work permit.

If you live in the city you can obtain a permit at the Memphis Board of Education, 2597 Avery. If you live in the county a work permit can be obtained at the Shelby County Board of Education, 160 S. Hollywood. You must take a copy of your birth certificate with you. You will be given papers to have signed by your doctor, your prospective employer, and your parents or legal guardian. If you live in the county your parents must accompany you. As soon as these papers are returned you will be issued a work permit.

14 and 15 Year Olds ---- May work in many jobs before and after school hours and during vacations.

FOR EXAMPLE:

1. Office and clerical work
2. Cashiering, selling, art work, and window trimming

3. Price marking and tagging assembling orders, packing and shelving
4. Bagging and carrying out customer's orders
5. Some errand and delivery work by foot, bicycle, or public transportation
6. Clean up work, maintenance of grounds, but not including the use of power-driven mowers or cutters
7. Preparing and serving food and beverages
8. Delivering newspapers
9. Caddyng
10. Working on a farm
11. Work in connection with cars and trucks if confined to the following:

Dispensing gasoline and oil
 Courtesy service
 Car cleaning, washing, and polishing

But NOT including work:

Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring

12. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking foods when performed in areas physically separated from areas where meat is prepared for sale and outside freezers or meat coolers
13. Cleaning, tending or assisting householders, as yard care, pet care, child care, cleaning yards, garages and attics

A 14 or 15 year old may not be employed in any occupation declared hazardous.

These include manufacturing, mining, processing, construction and arthouse occupations (except office or sales work in connection with these occupations). A 14 or 15 year old may not work in a freezer, load or unload goods, work for a public messenger service, operate any power-driven machinery, work as a baker, wash outside windows when a ladder is required, or work in a boiler room.

16 and 17 Year Olds --- May work full time in most jobs

FOR EXAMPLE:

Most manufacturing jobs
 Most jobs in stores and restaurants
 Most service jobs, such as in repair shops laundries, drycleaners, recreation services, and hospitals
 Clerical and office jobs

18 years is the minimum age for some hazardous jobs

THESE INCLUDE:

1. Driver or helper on motor vehicles
2. Jobs involving the operation of certain dangerous wood-working, metalworking, bakery, and paper products machines
3. Operating elevators and other powerdriven hoisting apparatus
4. Most jobs in connection with mining
5. Most jobs in logging or sawmill operations
6. Some jobs in slaughterhouses and meatpacking plants
7. Many jobs involved in the manufacture of brick, tile, and similar products
8. All jobs in roofing, wrecking, and demolition operations
9. Jobs in explosive plants
10. Jobs involving exposure to radiation
11. Jobs where intoxicating beverages are manufactured, bottled, or served for consumption

MAXIMUM HOURS OF EMPLOYMENT

A 14 or 15 year old may not be employed during school hours. They may work no later than 7:00 P. M. or earlier than 7:00 A.M. during school months.

A 14 or 15 year old may not be employed:

- *More than 3 hours a day--on school days
- *More than 18 hours a week--in school weeks
- *More than 8 hours a day--on nonschool days
- *More than 40 hours a week--in nonschool weeks

A 16 or 17 year old may not work more than 8 hours in one day, 40 hours in one week, or 6 days in one week. They may work no later than 10:00 P. M. or earlier than 6:00 A.M.

HOME ECONOMICS OPPO UNITIES

CLOTHING AND TEXTILES

Department
Store Buyer

Textile
Designer

Fashion
Designer

Pattern Company
Representative

Personal
Shopper

Commercial
Seamstress

Alterationist

Textile Laboratory
Assistant

EDUCATION

High School or
College Teacher

Home Economics
Journalist

Home Economics
Extension Agent

Television
or Radio
Home Economist

HOUSING AND HOME MANAGEMENT

Interior
Designer

Equipment
Home Economist

Interior Design
Assistant

Homemaker in
Homemaker Service

Hotel-Motel
Housekeeper

HUMAN DEVELOPMENT AND THE FAMILY

Nursery School
Educator

Family
Counselor

Nursery School
Assistant

Child Care Center
Assistant

Assistants in Homes
For the Aging

FOODS AND NUTRITION

Dietitian

Food Research
Specialist

Public Health
Nutritionist

Home Economist for
Utility Company

Food Service
Supervisor

Hostess or
Waitress

Caterer

Supervised Food
Service Personnel